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ABSTRACT

Students enrolled in the 1988/89 College Bound Program of the New York City public schools met evaluation criteria in writing and mathematics but did not meet reading evaluation objectives. The Program, funded under Chapter 1 of the Education Consolidation and Improvement Act, is designed to improve the reading, writing, and mathematics skills of students to prepare them to enter college and comprises remedial courses and intensive supportive services. During 1988/89, 5,843 students from 22 high schools participated in remedial reading and/or writing courses and 612 students from 8 high schools participated in remedial mathematics courses. The evaluation objectives stated that at least 70 percent of the students would show improvement in program subject areas as measured by norm-referenced and criterion-referenced tests. About 63 percent of both full- and half-year students improved their performance in reading. About 84 percent of full- and half-year students improved their performance in writing. About 72.9 percent of the full-year students and about 79.9 percent of the half-year students improved their performance in mathematics. Statistical data on two tables are included. An evaluation summary is also included. The appendices comprise 10 tables of statistical data reporting test score results by superintendency and school-by-school. (FMW)

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OREA Report

EVALUATION SECTION REPORT

CHAPTER 1
COLLEGE BOUND
STUDENT OUTCOME DATA
1988-89
END-OF-YEAR REPORT

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May, 1990

EVALUATION SECTION REPORT

CHAPTER 1
COLLEGE BOUND
STUDENT OUTCOME DATA
1988-89
END-OF-YEAR REPORT

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7/3/90

SUMMARY

The Chapter 1 funded College Bound Program is designed to improve the reading, writing, and mathematics skills of high school students to prepare them to enter college. During the 1988-89 school year 5,843 students from 22 high schools participated in reading and/or writing, and 612 students from eight schools received math remediation in the College Bound program. About 63 percent of both full-year and half-year students participating in reading showed improved performance. About 84 percent of both half-and full-year students made gains in writing as well. In math, 72.9 percent of full-year students, and 79.7 percent of half-year students showed improvement. Thus, overall, students met evaluation objectives in writing and math but did not meet reading evaluation objectives.

PROGRAM DESCRIPTION

The program includes intensive supportive services offered in conjunction with remedial classes to prepare students to enter college. Although many students who were enrolled in the College Bound Program received both reading and writing instruction, some students needed remediation in only one or the other area. Other students needed remediation in mathematics as well. Additionally, students enrolled in College Bound mathematics may receive a full-year of instruction (full-year students) or a single term (half-year students depending on the extent of their skills deficiencies. Although students enrolled in reading and writing are supposed to receive a full year of instruction, some schools program students for only for a single term. Student mobility results in some participants taking part in the reading/writing program for only a single term as well.

PROGRAM GOALS

The evaluation objectives for reading, writing, and math state that at least 70 percent of the students should show improvement in program subject areas as measured by changes in norm-referenced or criterion-referenced test results.

CONCLUSIONS

It should be noted that a large amount of the missing R.C.T. math data for full-year students is due to the fact that College Bound students generally pass the R.C.T. on their first attempt. Thus, they have no posttest scores since they would not be required to take the test once they have passed it.

TABLE OF CONTENTS

		Page
I.	Overview	1
II.	Overall Results	7
	Reading and Writing	7
	Mathematics	10
APPENDICES		
	A. Results Manhattan Superintendency	12
	B. Results Manhattan School-by-School	13
	C. Results Bronx Superintendency	19
	D. Results Bronx School-by-School	21
	E. Results Basis Superintendency	34
	F. Results Basis School-by-School	36
	G. Results Brooklyn Superintendency	40
	H. Results Brooklyn School-by-School	42
	I. Results Queens Superintendency	48
	J. Results Queens School-by-School	49

C

TABLES

Table		Page
1.	Chapter 1 College Bound Student Outcomes in Reading and Writing	6
2.	Chapter 1 College Bound Student Outcomes in Mathematics	8

I. OVERVIEW

The Office of Research, Evaluation, and Assessment (OREA) annually evaluates the Chapter 1 funded high school College Bound Program. This program is designed to improve the reading, writing, and mathematics skills of Chapter 1 eligible high school students to prepare them to enter college. The program includes intensive supportive services offered in conjunction with remedial classes. Overall program results, and results by superintendency for 1988-89 as well as school-by-school summary statistics in reading, writing, math, and attendance are detailed in this report.

Although many students who were enrolled in the College Bound program received both reading and writing instruction, some students needed remediation in only one or the other area. For this reason, reading and writing performance results are reported separately. Some students need remediation in mathematics as well. Math results for those students are also reported separately. Additionally, students enrolled in College Bound may receive a full year of instruction (full-year students) or a single term (half-year students) in these areas depending on the extent of their skills deficiency. Consequently, the math performance for full-year and half-year students are also reported separately. Although students enrolled in reading and writing are supposed to receive a full year of instruction, some schools program students for only a single term. Student mobility results in some participants

taking part in the reading/writing program for only a single term as well. For these reasons, reading and writing performance for full-year and half-year students is also reported separately.

Citywide tests are used to measure the overall progress of New York City high school students. These tests are also utilized as the evaluation instruments for students in the Chapter 1 College Bound reading and writing and math program. The Degrees of Reading Power (D.R.P.) test is used to assess reading progress in the ninth and tenth grades. The D.R.P. is a criterion-referenced test of reading comprehension which considers a student's ability in relation to the difficulty of text items. D.R.P. scores indicate the level of text difficulty a student can read independently or for enjoyment (independent level), the level a student can read with assistance (instructional level), and the level a student is unlikely to comprehend (frustration level). The D.R.P. test that ninth and tenth grade College Bound students took in spring 1988 served as a pretest. The spring 1989 test was used as a posttest.

The Regents Competency Tests (R.C.T.s) in reading and math are criterion-referenced tests of minimal competency required for all New York state students in order to receive a high school diploma. They also serve as the evaluation instruments for College Bound reading students in the eleventh and twelfth grades and for full-year College Bound math students. According to State Education Department (S.E.D.) guidelines, the reading

R.C.T. can be given to students beginning in the spring of their eleventh grade. Students are administered the math R.C.T. beginning with the spring of their ninth grade. Thereafter students have the opportunity to take the appropriate R.C.T. up to three times a year (winter, spring, summer) until they pass it. The R.C.T. testing cycle presents some difficulties for assessments of improvement in Chapter 1 classes particularly since Chapter 1 evaluation objectives require pretest and posttest comparisons.* Generally speaking, students who have passed the reading R.C.T. are only eligible for remediation in writing; those who have passed the math R.C.T. should not continue to receive math remediation in the College Bound Program. In practice, some students may be programmed for additional remediation if school staff believe that the student may not have passed the appropriate R.C.T. or because the student received a borderline passing score and administrators don't want to take the chance that the passing score might be reversed by the S.E.D.

Reading performance on the D.R.P. is examined by evaluating pretest and posttest Normal Curve Equivalents (N.C.E.). R.C.T. scores have been converted to D.R.P. units and then to N.C.E.s.

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*Program staff administer levels J and K of the Comprehensive Test of Basic Skills (C.T.B.S.) internally to assess the reading improvement of eleventh and twelfth graders. This circumvents some of the problems with the reading R.C.T. and allows program staff to evaluate the reading progress of students who have already passed the R.C.T. C.T.B.S. results are not reported because they are used for program diagnostic information and are not the official Chapter I evaluation instrument.

N.C.E.s provide a standard against which students' progress can be evaluated. A gain in N.C.E. scores from pretest to posttest indicates a student's performance is better than what would be expected by normal growth and chance. The evaluation objective of the College Bound program stipulates that improvement should be greater than the expected improvement without the "treatment" of the program. Thus, a student who has a higher posttest than pretest N.C.E. score has met the evaluation objective.

Writing performance for full and half-year students is evaluated by examining student writing samples before and after program participation. Trained reading/writing teachers evaluate students' writing samples using a holistic assessment method. Teachers assess writing samples using a five-point scale that considers the overall adequacy of the paper as well as students' adherence to the topic, word choice and usage, and other criteria. Math improvement in full-year students is measured by the math R.C.T. which is reported in percentages.

The progress of half-year students receiving math remediation in the College Bound program is measured by a program-developed criterion referenced test (C.R.T.) Students are given a C.R.T. designed by Science Research Associates specifically for use in the College Bound Program at the beginning of the term so that teachers can diagnose their skill deficiencies and prepare an appropriate course of remediation for them. Students are posttested on the same test at the end of the term to determine the extent to which they have mastered

the skills in which they were deficient. The evaluation objective states that at least 70 percent of the students in the program for one term should master one new mathematics skill for every 20 days of instruction.

TABLE 1

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
HALF YEAR	9TH	433	403	75.9	208	38.7	41.7	60.6%	215	75.8%
	10TH	784	740	75.3	381	44.5	48.4	65.4%	366	81.7%
	11TH	603	581	78.8	254	46.6	49.0	58.7%	245	83.7%
	12TH	483	471	80.0	22	28.2	37.9	86.4%	187	87.7%
	MISSING	7	0		0				0	
TOTAL		2310	2195	77.3	865	43.3	46.7	62.8%	1013	82.0%
FULL YEAR	9TH	643	617	83.3	440	39.1	42.0	62.5%	545	87.5%
	10TH	1150	1122	83.3	838	42.1	46.2	69.3%	959	82.8%
	11TH	1070	1058	84.8	705	46.5	47.7	53.0%	849	88.2%
	12TH	670	657	87.8	39	29.9	38.5	92.3%	614	82.6%
TOTAL		3533	3454	84.6	2022	42.8	45.7	62.6%	2967	85.2%
TOTAL		5843	5649	81.8	2887	42.9	46.0	62.7%	3980	84.4%

II. OVERALL RESULTS

Overall, 5,843 students from 22 high schools were reported to have participated in reading and/or writing and 417 students from nine schools received math remediation from the College Bound Program during the 1988-89 school year. Attendance averaged 81.8 percent for full-year students in reading and writing and 77.3 percent for half-year students. Attendance among math students was approximately 83 percent for full-year students and 83 percent for half-year students.

Of the 3,533 full-year students in the College Bound reading/writing program, 643 were in ninth grade, 1,150 were in tenth grade, 1,020 were in the eleventh grade, and 670 were in the twelfth grade. Similarly among half-year students, 433 were in the ninth grade, 784 were reported to be in the tenth grade, 603 were in the eleventh grade, and 483 were twelfth graders. The results of the reading/writing program for both full-year and half-year students are summarized overall and by grade in Table 1.

READING RESULTS

Full-Year students

In the 1988-89 school year 3,533 students received reading instruction in the College Bound Program for the full year; 2,022 of them had valid reading scores.* Findings can only be

*The percentage of students with valid reading data is due to missing test scores. Test scores are obtained from central data files, which are themselves incomplete.

TABLE 2

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
HALF YEAR	9TH	103	103	81.5	82	9.2	76.3%	0			
	10TH	132	132	84.5	94	12.6	83.1%	0			
	11TH	41	40	81.2	31	10.4	77.8%	0			
	12TH	10	10	84.1	9	7.7	83.3%	0			
TOTAL		286	285	83.0	216	10.8	79.7%	0			
FULL YEAR	9TH	59	58	79.4	0			33	41.2	48.0	66.7%
	10TH	53	52	83.8	0			13	41.5	56.3	92.3%
	11TH	17	17	93.9	0			2	59.2	66.7	50.0%
	12TH	2	2	95.6	0			0			
TOTAL		131	129	83.3	0			48	42.1	51.0	72.9%
TOTAL		417	414	83.1	216	10.8	79.7%	48	42.1	51.0	72.9%

reported for students with both pretest and posttest scores since program effectiveness is determined by changes in scores from the pretest to the posttest. To meet the reading objective, 70 percent of these students must demonstrate an N.C.E. gain. Sixty-three percent of the full-year students with valid scores made the necessary N.C.E. gain. This percentage falls short of the evaluation objective.

Half-Year Students

In 1988-89, 2,310 students received reading instruction for the half-year, 865 of whom had valid scores. Sixty-three percent of half year students made improvements in reading, falling short of the evaluation criteria of 70 percent.

WRITING RESULTS

Full-Year Students

Eighty-four percent of full-year students had valid writing scores. To meet the evaluation objective, 70 percent of the full-year students had to demonstrate improvement in their writing as measured by teachers' holistic assessments. In fact, 85.2 percent of these students met the writing evaluation objective. Thus, the program surpassed its evaluation goal for full-year writing students.

Half-Year Students

About 49 percent of half-year students had valid writing scores. Of these students, 82 percent met the evaluation objective. Thus the writing goal was surpassed among half-year

students as well.

MATH RESULTS

Full-Year Students

In the 1988-89 school year, 131 students were reported to have received math remediation in the College Bound Program for the full-year. The evaluation objective for full-year students stipulates that 70 percent of the students should demonstrate a gain in R.C.T. scores from the pretest to the posttest. This objective is problematic since norming table to convert R.C.T. scores into standardized scores such as Normal Curve Equivalents (N.C.E.s), do not exist. Consequently, R.C.T. scores are reported in percentages. Percentage scores are not standard or equivalent. Therefore, it is not correct to measure students' progress by subtracting students' scores on the posttest from the pretest. Nevertheless, percentage scores and the proportion of students who met the evalution objective according to this criterion (i.e., students whose percentage scores evidenced a gain from the pretest to the posttest) are reported in Table 2 to satisfy the requirements of the funding source. As seen in this table, 37 percent (48) of the students had both pretest and posttest R.C.T. scores. Of these students 72.9 percent met the evaluation objective, surpassing the criterion of 70 percent. It should be noted that a large amount of the missing R.C.T. math data for full-year students is due to the fact that College Bound students generally pass the R.C.T. on their first attempt. Thus, they have no posttest scores since they would not be

required to take the test once they have passed it.

Half-year Students

A total of 286 students received one-term of math remediation in the College Bound Program during 1988-89. Seventy-six percent of the students had valid scores. To meet the evaluation objective, at least 70 percent of the half-year students had to master one new mathematics skill for every 20 days of instruction. This objective was surpassed since 79.7 percent of the students mastered an average of 10.8 skills.

The following tables showing total student outcomes are organized by superintendency followed by student outcomes of individual high schools in that superintendency.

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROV IN WRITIN
MANHATTAN	HALF YEAR	9TH	71	70	77.8	38	37.4	40.9	65.8%	29	93.1%
		10TH	213	212	74.9	99	41.9	46.4	68.7%	109	74.3%
		11TH	130	122	81.1	59	49.1	50.1	49.2%	53	84.9%
		12TH	126	122	84.1	8	30.0	36.9	75.0%	58	93.1%
		MISSING	1	0		0				0	
	TOTAL		541	526	78.8	204	42.7	46.1	62.7%	249	83.1%
	FULL YEAR	9TH	94	94	82.0	67	40.4	41.4	49.3%	79	92.4%
		10TH	199	199	81.4	138	41.2	45.7	71.0%	163	86.5%
		11TH	234	230	86.2	155	48.3	48.8	49.7%	174	90.2%
		12TH	144	143	87.7	9	28.0	37.7	100.0%	128	96.1%
	TOTAL		671	666	84.5	369	43.7	46.0	58.8%	544	90.8%
TOTAL			1212	1192	82.0	573	43.3	46.0	60.2%	793	88.4%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
MANHATTAN	WASHINGTON IRVING	HALF YEAR	9TH	11	11	63.4	2	31.5	31.5	50.0%	2	100.0%
			10TH	17	17	79.0	10	34.1	38.4	90.0%	6	100.0%
			11TH	8	8	87.1	5	51.2	49.2	0.0	2	100.0%
			12TH	5	5	91.7	2	24.5	43.0	100.0%	3	100.0%
		TOTAL		41	41	77.9	19	37.3	41.0	63.2%	13	100.0%
		FULL YEAR	9TH	32	32	76.5	25	40.4	40.6	52.0%	24	95.8%
			10TH	35	35	84.9	31	39.8	45.0	71.0%	30	100.0%
			11TH	45	45	90.3	39	42.6	45.7	64.1%	42	100.0%
			12TH	45	45	92.7	3	27.7	35.0	100.0%	45	100.0%
		TOTAL		157	157	87.0	98	40.7	43.8	64.3%	141	99.3%
	TOTAL			198	198	85.1	117	40.1	43.4	64.1%	154	99.4%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
MANHATTAN	GEORGE WASHINGTON	HALF YEAR	9TH	40	39	82.8	20	38.0	40.1	55.0%	16	87.5%
			10TH	63	63	85.7	39	43.1	49.5	74.4%	53	79.2%
			11TH	62	58	85.0	33	48.7	49.9	51.5%	33	87.9%
			12TH	58	57	84.2	0				43	95.3%
			MISSING	1	0		0				0	
		TOTAL		224	217	84.6	92	44.0	47.6	62.0%	145	86.9%
		FULL YEAR	9TH	16	16	82.2	12	37.0	37.3	33.3%	11	81.8%
			10TH	1	1	77.2	0				1	100.0%
		TOTAL		17	17	81.9	12	37.0	37.3	33.3%	12	83.3%
	TOTAL			241	234	84.4	104	43.2	46.4	58.7%	157	86.6%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
MANHATTAN	LOUIS D. BRANDEIS	HALF YEAR	9TH	1	1	78.9	1	29.0	43.0	100.0%	1	100.0%
			10TH	66	65	66.8	16	31.6	35.1	62.5%	23	95.7%
			11TH	23	21	72.1	9	41.4	43.9	55.6%	8	100.0%
			12TH	17	17	69.0	4	34.5	37.7	75.0%	3	100.0%
		TOTAL		107	104	68.3	30	34.8	38.4	63.3%	35	97.1%
		FULL YEAR	9TH	1	1	64.4	0				1	100.0%
			10TH	37	37	73.7	20	37.5	43.8	80.0%	28	85.7%
			11TH	52	52	83.5	27	46.5	49.0	59.3%	44	100.0%
			12TH	43	42	80.4	4	23.5	37.5	100.0%	38	100.0%
		TOTAL		133	132	79.6	51	41.2	46.0	70.6%	111	96.4%
	TOTAL			240	236	74.6	81	38.8	43.2	67.9%	146	96.6%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
MANHATTAN	JULIA RICHMAN	HALF YEAR	9TH	10	10	85.1	8	35.0	37.6	75.0%	8	100.0%
			10TH	9	9	59.4	5	40.0	42.6	60.0%	6	66.7%
			11TH	5	5	45.9	0				2	50.0%
		TOTAL		24	24	67.3	13	36.9	39.5	69.2%	16	81.3%
		FULL YEAR	9TH	28	28	86.2	16	39.9	39.6	37.5%	26	88.5%
			10TH	33	33	88.1	27	39.0	40.9	59.3%	29	100.0%
			11TH	34	34	82.8	14	42.1	42.2	57.1%	26	100.0%
		TOTAL		95	95	85.6	57	40.0	40.8	52.6%	81	96.3%
	TOTAL			119	119	81.9	70	39.4	40.6	55.7%	97	93.8%

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COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
MANHATTAN	MARTIN LUTHER KING	HALF YEAR	10TH	38	38	85.1	23	50.9	52.9	56.5%	18	27.8%
			11TH	28	26	82.7	9	51.8	54.9	77.8%	4	50.0%
			12TH	41	38	88.9	2	26.5	29.0	50.0%	7	71.4%
		TOTAL		107	102	85.9	34	49.7	52.0	61.8%	29	41.4%
		FULL YEAR	10TH	31	31	90.0	21	44.3	48.3	66.7%	27	51.9%
			11TH	65	61	86.6	49	53.1	51.3	34.7%	28	50.0%
			12TH	19	19	89.6	1	41.0	44.0	100.0%	8	37.5%
		TOTAL		115	111	88.1	71	50.4	50.3	45.1%	63	49.2%
	TOTAL			222	213	87.0	105	50.1	50.9	50.5%	92	46.7%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
MANHATTAN	PARK WEST	HALF YEAR	9TH	8	8	66.0	6	41.5	50.0	83.3%	2	100.0%
			10TH	16	16	48.6	5	41.2	44.6	60.0%	2	100.0%
			11TH	3	3	92.6	3	63.7	56.7	0.0	3	66.7%
			12TH	5	5	89.5	0				2	100.0%
		TOTAL		32	32	63.5	14	46.1	49.5	57.1%	9	88.9%
		FULL YEAR	9TH	17	17	86.2	14	44.1	48.3	71.4%	17	100.0%
			10TH	58	58	75.7	37	43.5	48.6	78.4%	46	91.3%
			11TH	38	38	87.7	26	52.7	52.0	42.3%	34	91.2%
			12TH	37	37	88.9	1	34.0	40.0	100.0%	37	100.0%
		TOTAL		150	150	83.2	78	46.5	49.6	65.4%	134	94.8%
	TOTAL			182	182	79.7	92	46.5	49.6	64.1%	143	94.4%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROV IN WRITIN
BRONX	HALF YEAR	9TH	126	125	75.1	74	38.6	41.0	56.8%	75	68.0%
		10TH	331	323	78.4	192	44.1	48.5	66.7%	176	83.5%
		11TH	287	284	80.1	141	46.0	49.1	63.1%	150	81.3%
		12TH	200	199	80.3	8	26.6	39.7	87.5%	95	85.3%
		MISSING	2	0		0				0	
	TOTAL		946	931	78.9	415	43.4	47.2	64.1%	496	80.8%
	FULL YEAR	9TH	81	80	81.0	66	38.1	42.8	77.3%	60	88.3%
		10TH	360	348	86.1	283	42.6	46.8	70.0%	289	86.2%
		11TH	269	265	87.1	203	46.5	48.2	53.2%	231	87.0%
		12TH	215	206	89.4	15	29.7	38.1	86.7%	195	78.5%
	TOTAL		925	899	86.7	567	43.1	46.6	65.3%	775	84.6%
TOTAL			1871	1830	82.7	982	43.2	46.8	64.8%	1271	83.2%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROV IN MAT
BRONX	HALF YEAR	9TH	4	4	78.2	3	6.5	100.0%	0			
		10TH	53	53	82.5	46	11.8	79.1%	0			
		11TH	17	16	82.1	14	6.6	63.6%	0			
		12TH	5	5	88.7	5	4.6	80.0%	0			
	TOTAL		79	78	82.6	68	10.1	77.0%	0			
	FULL YEAR	9TH	1	1	94.7	0			0			
		10TH	31	31	81.9	0			1	60.0	76.7	100.0%
		11TH	16	16	94.4	0			1	61.7	78.3	100.0%
		12TH	2	2	95.6	0			0			
	TOTAL		50	50	86.7	0			2	60.8	77.5	100.0%
TOTAL			129	128	84.2	68	10.1	77.0%	2	60.8	77.5	100.0%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	MORRIS	HALF YEAR	9TH	2	2	76.9	0				2	0.0
			10TH	40	37	71.8	19	41.2	46.2	57.9%	6	66.7%
			11TH	48	47	77.0	29	47.7	50.1	55.2%	30	73.3%
			12TH	35	35	64.8	1	24.0	37.0	100.0%	3	66.7%
			MISSING	1	0		0				0	
		TOTAL		126	121	71.9	49	44.7	48.3	57.1%	41	68.3%
		FULL YEAR	10TH	29	26	71.5	23	41.5	42.8	65.2%	28	39.3%
			11TH	28	28	79.7	22	48.7	49.3	54.5%	23	60.9%
			12TH	41	40	87.7	2	33.0	42.5	100.0%	41	56.1%
		TOTAL		98	94	80.8	47	44.5	45.9	61.7%	92	52.2%
	TOTAL			224	215	75.8	96	44.6	47.1	59.4%	133	57.1%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	WILLIAM H. TAFT	HALF YEAR	9TH	2	2	47.1	0				1	100.0%
			10TH	16	16	70.9	7	31.9	39.4	85.7%	5	100.0%
			11TH	75	75	76.2	34	40.2	45.6	82.4%	40	87.5%
			12TH	38	38	75.4	5	26.0	39.0	80.0%	27	100.0%
		TOTAL		131	131	74.9	46	37.4	43.9	82.6%	73	93.2%
		FULL YEAR	10TH	55	54	83.3	39	33.1	39.4	84.6%	49	98.0%
			11TH	13	13	79.9	7	23.7	37.4	100.0%	13	76.9%
			12TH	35	35	82.3	7	28.6	35.7	71.4%	31	96.8%
		TOTAL		103	102	82.5	53	31.3	38.7	84.9%	93	94.6%
	TOTAL			234	233	78.2	99	34.1	41.1	83.8%	166	94.0%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BRONX	WILLIAM H. TAFT	HALF YEAR	9TH	1	1	88.2	1	9.0	100.0%	0			
			10TH	19	19	79.6	15	5.2	53.8%	0			
			11TH	8	8	72.3	6	7.2	60.0%	0			
		TOTAL		28	28	77.8	22	5.9	57.9%	0			
	TOTAL			28	28	77.8	22	5.9	57.9%	0			

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	JAMES MONROE	HALF YEAR	9TH	51	51	83.0	29	38.9	40.5	48.3%	43	58.1%
			10TH	38	38	82.0	18	44.2	49.3	61.1%	32	81.3%
			11TH	29	29	83.3	16	44.6	46.1	50.0%	18	66.7%
			12TH	20	20	70.9	0				12	91.7%
		TOTAL		138	138	81.0	63	41.9	44.4	52.4%	105	70.5%
		FULL YEAR	9TH	4	4	80.8	2	42.0	44.5	50.0%	3	66.7%
			10TH	1	1	27.8	0				1	100.0%
			11TH	1	1	64.4	0				1	100.0%
			12TH	1	1	47.2	0				1	100.0%
		TOTAL		7	7	66.1	2	42.0	44.5	50.0%	6	83.3%
	TOTAL			145	145	80.3	65	41.9	44.4	52.3%	111	71.2%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
BRONX	EVANDER CHILDS	HALF YEAR	10TH	42	39	86.2	25	48.2	56.0	76.0%	23	87.0%
			11TH	32	31	86.8	11	49.4	53.1	72.7%	15	73.3%
			12TH	35	35	94.0	0				8	87.5%
		TOTAL		109	105	89.0	36	48.6	55.1	75.0%	46	82.6%
		FULL YEAR	10TH	65	63	95.4	51	50.3	57.0	80.4%	58	87.9%
			11TH	75	74	91.6	60	55.9	55.2	31.7%	72	83.3%
			12TH	55	55	94.7	0				50	76.0%
		TOTAL		195	192	93.7	111	53.3	56.0	54.1%	180	82.8%
	TOTAL			304	297	92.0	147	52.1	55.8	59.2%	226	82.7%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BRONX	EVANDER CHILDS	HALF YEAR	10TH	7	7	86.5	6	10.5	66.7%	0			
			11TH	4	3	92.3	3	9.0	100.0%	0			
			12TH	3	3	90.2	3	5.3	100.0%	0			
		TOTAL		14	13	88.7	12	8.8	83.3%	0			
		FULL YEAR	10TH	4	4	90.7	0			0			
			11TH	3	3	96.3	0			0			
			12TH	1	1	97.8	0			0			
		TOTAL		8	8	93.7	0			0			
	TOTAL			22	21	90.6	12	8.8	83.3%	0			

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	WALTON	HALF YEAR	9TH	15	15	60.5	3	35.7	46.7	100.0%	4	75.0%
			10TH	20	19	81.9	5	40.8	47.4	80.0%	9	100.0%
			11TH	9	9	93.5	3	55.7	58.7	66.7%	3	66.7%
			12TH	4	3	83.5	0				2	50.0%
		TOTAL		48	46	77.3	11	43.5	50.3	81.8%	18	83.3%
		FULL YEAR	9TH	51	50	83.1	42	40.5	45.2	78.6%	36	86.1%
			10TH	60	59	89.4	46	40.1	43.5	58.7%	56	96.4%
			11TH	51	50	91.5	48	42.9	45.9	62.5%	45	95.6%
			12TH	37	37	90.2	6	29.8	39.3	100.0%	37	78.4%
		TOTAL		199	196	88.5	142	40.7	44.6	67.6%	174	90.2%
	TOTAL			247	242	86.4	153	40.9	45.0	68.6%	192	89.6%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	X WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	X WHO IMPROVED IN MATH
BRONX	WALTON	HALF YEAR	9TH	3	3	74.9	2	4.0	100.0%	0			
			10TH	3	3	89.1	3	3.7	66.7%	0			
			11TH	4	4	91.8	4	3.5	50.0%	0			
			12TH	2	2	86.5	2	3.5	50.0%	0			
		TOTAL		12	12	86.0	11	3.6	62.5%	0			
		FULL YEAR	10TH	8	8	83.5	0			1	60.0	76.7	100.0%
			11TH	13	13	94.0	0			1	61.7	78.3	100.0%
			12TH	1	1	93.3	0			0			
		TOTAL		22	22	90.2	0			2	60.8	77.5	100.0%
	TOTAL			34	34	88.7	11	3.6	62.5%	2	60.8	77.5	100.0%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	DEWITT CLINTON	HALF YEAR	9TH	56	55	72.7	42	38.6	40.9	59.5%	25	88.0%
			10TH	25	25	67.5	15	41.5	42.1	53.3%	8	50.0%
			11TH	15	14	81.6	6	52.2	53.2	50.0%	5	100.0%
		TOTAL		96	94	72.7	63	40.6	42.4	57.1%	38	81.6%
		FULL YEAR	9TH	25	25	76.8	21	33.4	38.3	76.2%	20	95.0%
			10TH	47	45	79.5	38	36.5	38.5	57.9%	47	72.3%
			11TH	46	45	83.4	27	40.1	42.3	63.0%	42	95.2%
		TOTAL		118	115	80.4	86	36.9	39.6	64.0%	109	85.3%
	TOTAL			214	209	76.9	149	38.4	40.8	61.1%	147	84.4%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	X WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	X WHO IMPROVED IN MATH
BRONX	DEWITT CLINTON	HALF YEAR	10TH	3	3	95.8	3	9.0	100.0%	0			
			11TH	1	1	90.5	1	3.0	0.0	0			
		TOTAL		4	4	94.5	4	7.5	75.0%	0			
	TOTAL			4	4	94.5	4	7.5	75.0%	0			

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	ADLAI E. STEVENSON	HALF YEAR	10TH	101	101	83.5	77	45.3	49.0	66.2%	79	83.5%
			11TH	64	64	81.1	34	49.6	52.5	55.9%	34	88.2%
			12TH	50	50	85.8	1	25.0	41.0	100.0%	43	76.7%
		TOTAL		215	215	83.3	112	46.5	50.0	63.4%	156	82.7%
		FULL YEAR	9TH	1	1	77.8	1	25.0	29.0	100.0%	1	100.0%
			10TH	6	6	86.6	4	37.7	46.7	100.0%	6	100.0%
			11TH	3	3	86.1	1	44.0	51.0	100.0%	2	100.0%
			12TH	3	3	85.7	0				3	33.3%
		TOTAL		13	13	85.6	6	36.7	44.5	100.0%	12	83.3%
	TOTAL			228	228	83.5	118	46.0	49.7	65.3%	168	82.7%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BRONX	ADLAI E. STEVENSON	HALF YEAR	10TH	21	21	80.9	19	18.8	100.0%	0			
		TOTAL		21	21	80.9	19	18.8	100.0%	0			
		FULL YEAR	9TH	1	1	94.7	0			0			
			10TH	19	19	79.4	0			0			
		TOTAL		20	20	80.2	0			0			
	TOTAL			41	41	80.6	19	18.8	100.0%	0			

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BRONX	JOHN F. KENNEDY	HALF YEAR	10TH	48	47	70.0	26	44.2	47.4	69.2%	13	92.3%
			11TH	15	15	75.6	8	38.6	40.2	62.5%	5	100.0%
			12TH	18	18	88.6	1	34.0	45.0	100.0%	0	
			MISSING	1	0		0				0	
		TOTAL		82	80	75.3	35	42.6	45.7	68.6%	18	94.4%
		FULL YEAR	10TH	97	94	87.1	82	47.1	50.6	68.3%	44	100.0%
			11TH	52	51	86.1	38	43.5	45.7	57.9%	33	93.9%
			12TH	43	35	90.6	0				32	96.9%
		TOTAL		192	180	87.5	120	45.9	49.1	65.0%	109	97.2%
	TOTAL			274	260	83.7	155	45.2	48.3	65.8%	127	96.9%
TOTAL				1871	1830	82.7	982	43.2	46.8	64.8%	1271	83.2%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITIN
BASIS	HALF YEAR	9TH	160	137	77.2	71	38.6	43.9	73.2%	76	71.1%
		10TH	148	115	66.7	52	48.0	49.4	51.9%	41	92.7%
		11TH	100	92	76.3	31	42.8	46.3	64.5%	16	100.0%
		12TH	56	51	82.4	3	29.7	39.0	100.0%	13	100.0%
	TOTAL		464	395	74.6	157	42.4	46.1	65.0%	146	82.9%
	FULL YEAR	9TH	228	208	81.6	135	38.8	42.9	66.7%	200	80.5%
		10TH	302	289	80.6	197	41.6	44.9	68.5%	255	82.4%
		11TH	274	270	82.0	162	46.1	46.4	48.8%	199	88.4%
		12TH	130	129	89.8	5	31.6	40.2	100.0%	126	88.1%
	TOTAL		934	896	82.6	499	42.2	44.8	61.9%	780	84.4%
TOTAL			1398	1291	80.1	656	42.3	45.1	62.7%	926	84.1%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROV IN MAT
BASIS	HALF YEAR	9TH	47	47	78.0	36	4.4	60.0%	0			
		10TH	16	16	81.6	1	2.0	0.0	0			
		11TH	1	1	60.0	1			0			
	TOTAL		64	64	78.6	38	4.3	58.3%	0			
	FULL YEAR	9TH	55	54	79.4	0			32	41.2	48.5	68.8%
	TOTAL		55	54	79.4	0			32	41.2	48.5	68.8%
TOTAL			119	118	79.0	38	4.3	58.3%	32	41.2	48.5	68.8%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BASIS	BOYS AND GIRLS	HALF YEAR	9TH	63	61	88.4	39	41.3	48.8	82.1%	45	53.3%
			10TH	42	42	66.1	23	48.8	51.7	56.5%	14	100.0%
			11TH	15	15	68.6	7	44.9	52.1	71.4%	0	
			12TH	10	8	79.8	1	32.0	41.0	100.0%	2	100.0%
		TOTAL		130	126	78.1	70	44.0	50.0	72.9%	61	65.6%
		FULL YEAR	9TH	50	49	92.3	41	45.9	51.9	73.2%	50	72.0%
			10TH	63	63	78.7	53	46.4	49.6	73.6%	35	100.0%
			11TH	74	74	81.1	63	50.2	50.0	49.2%	0	
			12TH	72	72	90.1	3	32.7	37.7	100.0%	70	80.0%
		TOTAL		259	258	85.2	160	47.5	50.1	64.4%	155	81.9%
	TOTAL			389	384	82.8	230	46.4	50.1	67.0%	216	77.3%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BASIS	BOYS AND GIRLS	HALF YEAR	9TH	47	47	78.0	36	4.4	60.0%	0			
			10TH	16	16	81.6	1	2.0	0.0	0			
			11TH	1	1	60.0	1			0			
		TOTAL		64	64	78.6	38	4.3	58.3%	0			
		FULL YEAR	9TH	55	54	79.4	0			32	41.2	48.5	68.8%
		TOTAL		55	54	79.4	0			32	41.2	48.5	68.8%
	TOTAL			119	118	79.0	38	4.3	58.3%	32	41.2	48.5	68.8%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BASIS	JOHN JAY	HALF YEAR	9TH	3	3	56.9	1	48.0	52.0	100.0%	1	100.0%
			10TH	22	22	47.0	11	46.1	45.5	36.4%	1	100.0%
			11TH	22	22	76.6	11	39.9	41.1	63.6%	2	100.0%
			12TH	11	11	81.9	1	30.0	43.0	100.0%	2	100.0%
		TOTAL		58	58	65.3	24	42.7	43.6	54.2%	6	100.0%
		FULL YEAR	9TH	32	32	86.6	20	37.4	38.7	55.0%	29	93.1%
			10TH	68	68	76.4	45	41.4	42.7	60.0%	63	88.9%
			11TH	48	48	82.8	38	43.3	43.3	44.7%	47	83.0%
			12TH	27	27	91.0	0				26	100.0%
		TOTAL		175	175	82.3	103	41.3	42.2	53.4%	165	89.7%
	TOTAL			233	233	78.1	127	41.6	42.4	53.5%	171	90.1%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BASIS	EASTERN DISTRICT	HALF YEAR	9TH	93	72	68.5	30	35.3	37.4	60.0%	29	96.6%
			10TH	81	48	75.5	16	47.4	48.2	56.3%	23	87.0%
			11TH	61	53	78.3	13	44.2	47.6	61.5%	12	100.0%
			12TH	35	32	83.2	1	27.0	33.0	100.0%	9	100.0%
		TOTAL		270	205	75.0	60	40.3	42.4	60.0%	73	94.5%
		FULL YEAR	9TH	146	127	76.3	74	35.3	39.1	66.2%	121	81.0%
			10TH	171	158	83.1	99	39.1	43.4	69.7%	157	75.8%
			11TH	152	148	82.3	61	43.6	44.7	50.8%	152	90.1%
			12TH	31	30	87.9	2	30.0	44.0	100.0%	30	96.7%
		TOTAL		500	463	81.3	236	39.0	42.4	64.0%	460	83.3%
	TOTAL			770	668	79.3	296	39.3	42.4	63.2%	533	84.8%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROV IN WRITIN
BROOKLYN	HALF YEAR	9TH	49	45	69.8	16	39.3	35.2	18.8%	18	83.3%
		10TH	40	39	75.8	13	49.1	52.5	76.9%	20	75.0%
		11TH	52	50	71.2	14	45.4	48.3	64.3%	9	66.7%
		12TH	66	64	71.9	1	13.0	19.0	100.0%	9	66.7%
		MISSING	1	0		0				0	
	TOTAL		208	198	72.0	44	43.5	44.1	52.3%	56	75.0%
	FULL YEAR	9TH	142	141	87.9	111	39.5	42.4	60.4%	124	91.1%
		10TH	178	178	84.8	146	41.1	46.2	71.9%	160	66.9%
		11TH	189	189	83.7	124	45.8	47.3	58.1%	155	83.2%
		12TH	113	113	87.2	6	30.8	37.2	83.3%	106	64.2%
	TOTAL		622	621	85.6	387	42.0	45.3	64.3%	545	76.5%
TOTAL			830	819	82.3	431	42.1	45.2	63.1%	601	76.4%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	X WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	X WHO IMPROV IN MAT
BROOKLYN	HALF YEAR	9TH	52	52	85.0	43	13.7	89.7%	0			
		10TH	63	63	87.0	47	13.9	90.9%	0			
		11TH	23	23	81.5	16	16.3	100.0%	0			
		12TH	5	5	79.5	4	23.0	100.0%	0			
	TOTAL		143	143	85.1	110	14.1	91.3%	0			
	FULL YEAR	9TH	3	3	73.7	0			1	42.0	34.0	0.0
		10TH	22	21	86.5	0			12	40.0	54.6	91.7%
		11TH	1	1	85.9	0			1	56.7	55.0	0.0
	TOTAL		26	25	83.0	0			14	41.3	53.1	78.6%
TOTAL			169	168	85.1	110	14.1	91.3%	14	41.3	53.1	78.6%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BROOKLYN	PROSPECT HEIGHTS	HALF YEAR	9TH	14	11	74.1	6	38.8	36.3	16.7%	3	100.0%
			10TH	18	18	80.7	8	50.1	53.7	87.5%	13	76.9%
			11TH	19	19	81.7	6	48.3	44.2	33.3%	3	66.7%
			12TH	29	29	80.4	0				3	100.0%
		TOTAL		80	77	79.9	20	46.2	45.6	50.0%	22	81.8%
		FULL YEAR	9TH	30	29	89.6	26	38.2	43.6	76.9%	26	80.8%
			10TH	61	61	91.4	50	44.1	50.5	86.0%	48	64.6%
			11TH	63	63	91.3	45	48.6	51.0	71.1%	60	71.7%
			12TH	34	34	89.6	0				33	84.8%
		TOTAL		188	187	90.8	121	44.5	49.2	78.5%	167	73.7%
	TOTAL			268	264	87.6	141	44.7	48.7	74.5%	189	74.6%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BROOKLYN	PROSPECT HEIGHTS	HALF YEAR	9TH	43	43	88.6	37	14.5	87.9%	0			
			10TH	50	50	88.4	36	16.4	90.9%	0			
			11TH	16	16	83.8	11	26.0	100.0%	0			
			12TH	5	5	79.5	4	23.0	100.0%	0			
		TOTAL		114	114	87.5	88	15.9	89.8%	0			
		FULL YEAR	9TH	3	3	73.7	0			1	42.0	34.0	0.0
			10TH	17	16	87.8	0			9	38.1	53.1	88.9%
			11TH	1	1	85.9	0			1	56.7	55.0	0.0
		TOTAL		21	20	85.6	0			11	40.2	51.6	72.7%
	TOTAL			135	134	87.2	88	15.9	89.8%	11	40.2	51.6	72.7%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BROOKLYN	GEORGE W. WINGATE	HALF YEAR	9TH	14	14	72.4	6	40.3	32.0	0.0	5	100.0%
			10TH	13	12	74.1	2	37.5	41.5	50.0%	4	75.0%
			11TH	16	14	81.0	4	43.5	48.0	75.0%	2	50.0%
			12TH	27	25	67.2	1	13.0	19.0	100.0%	3	33.3%
		TOTAL		70	65	72.6	13	38.8	37.4	38.5%	14	71.4%
		FULL YEAR	9TH	50	50	87.1	43	34.6	37.5	62.8%	49	87.8%
			10TH	48	48	90.6	44	35.6	39.9	63.6%	48	95.8%
			11TH	78	78	83.7	58	42.2	43.8	55.2%	61	86.9%
			12TH	45	45	85.4	5	30.6	37.8	80.0%	39	61.5%
		TOTAL		221	221	86.3	150	37.7	40.6	60.7%	197	84.3%
	TOTAL			291	286	83.2	163	37.8	40.4	58.9%	211	83.4%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BROOKLYN	GEORGE W. WINGATE	HALF YEAR	9TH	1	1	42.1	0			0			
			10TH	8	8	82.4	6	12.0	100.0%	0			
			11TH	6	6	73.0	4	9.3	100.0%	0			
		TOTAL		15	15	75.9	10	11.1	100.0%	0			
		FULL YEAR	10TH	5	5	82.5	0			3	45.6	58.9	100.0%
		TOTAL		5	5	82.5	0			3	45.6	58.9	100.0%
	TOTAL			20	20	77.6	10	11.1	100.0%	3	45.6	58.9	100.0%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
BROOKLYN	BUSHWICK	HALF YEAR	9TH	14	14	71.9	1	33.0	31.0	0.0	4	75.0%
			10TH	8	8	65.1	2	57.5	58.5	50.0%	3	66.7%
			11TH	17	17	51.4	4	42.8	54.7	100.0%	4	75.0%
			12TH	10	10	59.4	0				3	66.7%
			MISSING	1	0		0				0	
		TOTAL		50	49	61.1	7	45.6	52.4	71.4%	14	71.4%
		FULL YEAR	9TH	62	62	87.8	42	45.3	46.6	47.6%	49	100.0%
			10TH	69	69	74.9	52	42.9	47.4	65.4%	64	46.9%
			11TH	48	48	73.9	21	49.5	48.9	38.1%	34	97.1%
			12TH	34	34	87.2	1	32.0	34.0	100.0%	34	47.1%
		TOTAL		213	213	80.4	116	44.9	47.3	54.3%	181	70.7%
	TOTAL			263	262	76.8	123	44.9	47.6	55.3%	195	70.8%
TOTAL				830	819	82.3	431	42.1	45.2	63.1%	601	76.4%

CHAPTER 1 FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN MATHEMATICS

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL # OF STU-DENTS	# WITH VALID ATTEN-DANCE	MEAN PERCENT ATTEN-DANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS	# WITH VALID RCT SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN MATH
BROOKLYN	BUSHWICK	HALF YEAR	9TH	8	8	70.5	6	9.2	100.0%	0			
			10TH	5	5	80.1	5	5.4	80.0%	0			
			11TH	1	1	95.0	1	8.0	100.0%	0			
		TOTAL		14	14	75.7	12	7.5	91.7%	0			
	TOTAL			14	14	75.7	12	7.5	91.7%	0			

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROV IN WRITIN
QUEENS	HALF YEAR	9TH	18	17	74.5	8	44.0	45.5	50.0%	11	90.9%
		10TH	37	36	76.8	19	45.2	49.7	68.4%	19	89.5%
		11TH	26	26	78.0	6	52.3	49.7	16.7%	14	92.9%
		12TH	38	30	75.0	2	33.0	42.0	100.0%	12	83.3%
		MISSING	5	0		0				0	
	TOTAL		114	109	76.2	35	45.4	48.3	57.1%	56	89.3%
	FULL YEAR	9TH	93	90	82.9	61	38.4	39.1	55.7%	77	94.8%
		10TH	109	106	82.6	73	45.7	48.1	60.3%	90	94.4%
		11TH	101	101	84.6	60	44.9	47.7	61.7%	87	96.6%
		12TH	68	66	79.9	4	31.5	42.3	100.0%	59	88.1%
	TOTAL		371	363	82.7	198	42.9	45.1	60.1%	313	93.9%
TOTAL			485	472	81.2	233	43.3	45.6	59.7%	369	93.2%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
QUEENS	FRANKLIN K. LANE	HALF YEAR	9TH	17	16	75.0	8	44.0	45.5	50.0%	10	100.0%
			10TH	15	14	59.9	3	38.7	47.3	100.0%	4	50.0%
			11TH	8	8	75.6	1	70.0	55.0	0.0	5	80.0%
			12TH	20	20	80.1	2	33.0	42.0	100.0%	11	81.8%
			MISSING	3	0		0				0	
		TOTAL		63	58	73.2	14	43.1	46.1	64.3%	30	83.3%
		FULL YEAR	9TH	93	90	82.9	61	38.4	39.1	55.7%	77	94.8%
			10TH	61	58	77.3	29	43.6	46.5	65.5%	47	89.4%
			11TH	44	44	85.1	32	42.7	46.7	62.5%	36	91.7%
			12TH	9	9	88.1	0				7	100.0%
		TOTAL		207	201	82.0	122	40.7	42.9	59.8%	167	92.8%
	TOTAL			270	259	80.0	136	41.0	43.2	60.3%	197	91.4%

CHAPTER I FUNDED PROGRAMS 1988-1989
COLLEGE BOUND PROGRAM
STUDENT OUTCOMES IN READING AND WRITING

SUPERINTENDENCY	SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVE IN WRITING
QUEENS	ANDREW JACKSON	HALF YEAR	10TH	22	22	87.5	16	46.4	50.2	62.5%	15	100.0%
			11TH	18	18	79.1	5	48.8	48.6	20.0%	9	100.0%
			12TH	10	10	64.6	0				1	100.0%
		TOTAL		50	50	79.9	21	47.0	49.8	52.4%	25	100.0%
		FULL YEAR	10TH	48	48	88.9	44	47.1	49.2	56.8%	43	100.0%
			11TH	57	57	84.3	28	47.5	48.9	60.7%	51	100.0%
			12TH	59	57	78.6	4	31.5	42.3	100.0%	52	86.5%
		TOTAL		164	162	83.7	76	46.4	48.7	60.5%	146	95.2%
	TOTAL			214	212	82.8	97	46.5	48.9	58.8%	171	95.9%
TOTAL				485	472	81.2	233	43.3	45.6	59.7%	369	93.2%